

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbook is a part of teaching-learning process. It is very important as the fact that textbook has been used by the teachers since long time ago. It contains many various tasks with many features. The content commonly based on the demand of the curriculum or the students' needs. The textbook also provides the students needs. It is a mean of education which has a content standard. The standard may change all the time. This is one of the reason why the content of the textbook needed to be developed.

The function of the book may be different based on the view of the students and teacher but in general the textbook is a mean of learning. For the teachers, the functions of the textbook are as a media of teaching, a pole of teaching, and materials collection of teaching. The textbook contains of task or instructions which lead the teacher to follow them. He may ask the students to do the tasks in the textbook. By doing the tasks, the teacher is able to recognize whether the students inquire the standard or not. The teacher could use the textbook as a hand-grip although some of the books needed. While for the students, it is a "recording device" of the

lesson. Means, when students forget about the subjects given by the teachers, he could directly open the book and browse it.

In teaching English, textbook is an essential part. It could lead the learning process better when the materials in it are packed in the good quality. There is no rigid measurement about book but the importance of it can be seen from the view of teacher and student. Some teachers rely too much on the textbook. In some cases they cannot teach without textbook. For short, the textbooks are very important for them. Some teachers may not need the textbooks too much because of their teaching-style. Commonly, this kind of teacher sees the textbooks as the supplement of teaching. While Haycraft in Liz (2003) suggests that one of the primary advantages of using textbook is that they are psychologically essential for the students since their progress and achievement can be measured concretely when they use the textbooks.

The textbook should be developed time by time. The development may be in the form of the development of reading texts to become more knowledgeable, the task should be developed to become more interesting, and the instructions must be student centered.

The content of the textbook should be easier to understand. Littlejohn and Winddeatt in Nunan (1991) suggests that materials can be developed from six different perspectives: (1) the general or subject

contained in materials. (2) views on the nature and acquisition of knowledge. (3) view of the nature of language learning. (4) Role implicit materials. (5) opportunities for the development of cognitive abilities, and (6) The values and attitudes inherent in the materials. How to develop materials? The perspective can be used as a standard. The perspectives could lead the book to become more interesting, moreover the book could offer what the students need

Using the perspectives conducted by Littlejohn and Winddeatt the researcher concluded the purposes of materials developments as following: to generalize the subject contained, to make the acquisition of the knowledge clearer, to learn the language more naturally, to arrange the materials based on the role, to give a place for the development of the cognitive ability, and to facilitate the values and attitudes.

Language learning principles could be the options to develop the materials in the textbook because principles observed the students when they were researched. Nunan (1991) concludes "He (Curran) came to the conclusion that success or failure in language teaching depends not so much on whether one engages in meaningful practice rather than a pattern drill, but in the extent to which one caters to the learners' active domain". The researcher could conclude that the word "one" and "learner" used as a

signal that they are the center of the materials development in language principles.

Why “English Threshold 2”? This book is authored by a five members team (Joe Chapple, Adam Golub, Susan Hills, Li whybrow, and Ingrid Wisnieska) named English Threshold 2. These textbooks are arranged in a systematic ways that makes the students practice English step by step or we can choose one of the books that proper to our students abilities. The book was first published in 1999 for EF learners only. It gives three of the language skills (writing, speaking and reading)

The researcher is a teacher of a senior high school in Kediri. He is also an English instructor in a nursery academy in Kediri. As a boy who was brought up by entrepreneur parents he established an English course in Kediri. This course is located in a village in Kediri where people think that English is not important. This reason makes his students are limited. Most students are the son or daughter of teachers. The course is fully-controlled by the researcher so that he can choose the numbers of the students in every class, the time, and the material. The Threshold English has taught him to arrange the materials for his students in the course, so he thinks that this research is a good opportunity for him to learn furthermore from the book as well as he trains himself to author a textbook at least for his students in his course.

The researcher underlines that materials is very important for the learning process. He has chosen "the English Threshold 2" for the advance level students for the following reasons: The tasks are challenging, it also contains a speaking practice. For short, by using this book the students could learn at least three aspects of language skills (writing reading and speaking) and two language features (vocabulary and grammar)

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Based on the consideration above, the researcher is interested to comprehend the learning principles reflected "English Threshold 2", what is the dominant language learning principles in it, and what the implication of the language learning principles in the book. Besides, learning principles have possibility to answer why this book effective for learning English is and how the book could help the teachers to teach English easily. Finally, he could take the advantage dealing with the material development because he is also the author of the English student book.

B. Problem Statement

The language learning Principles should be known by the English teachers. Moreover, they could understand how to apply them and what principles are applied in the English textbooks. These principles were emerged by the linguists who are well-known for their dedication in languages learning. So, to find how these principles are applied in the English textbooks would be an interesting study.

The English texts book like “English Threshold 2” is arranged not by following the curriculum of a country but it is arranged as a choice for the students. They have to pass a few levels to be able to study with this book. The researcher thinks that the process of learning English is better this way, not by giving students learning target each year that seems force them to learn English.

C. Research Question

Considering the principles and the books, the researcher formulates the research problems as follows:

1. What language learning principles are reflected in *English Threshold 2*?
2. What frequency are the language learning principles used in *English Threshold 2*?

3. What dominant language learning principle is in *English Threshold 2*?
4. What the implication of language teaching in *English Threshold 2*?

D. Objective of the Study

In line with the formulation of the problem above this study have two objectives to obtain. They are:

1. to find what language learning principles reflected in "English Threshold 2"
2. to find what is the dominant language learning principles in "English Threshold 2"
3. to find what is the dominant language learning principles used in "English Threshold 2"
4. to find the frequency of the language learning principles in "English Threshold 2"
5. to find the implication of language teaching in "English Threshold 2 "

E. Benefit of the Study

By conducting this research, the researcher hopes he could give the contribution in the materials development theoretically and practically

The result of the research can be used as perspective in developing material. It is also an alternative choice than syllabus or to be elaborated with the syllabus to created an integrated material

The materials development shouldn't stop but it has to be developed. The four principles are good references to develop the materials. These principles will not be old fashioned in Indonesia at least because English is still a foreign language. Means here the development of the materials can be based on the local feature.

Practically the result of the research would help the author of the English student book (especially himself) to develop the teaching materials based on the language learning principles. The development may be in the task, the variety of the tasks, or the arrangement of the chapter.

For the English teacher, they could apply the language learning principles in the learning process so they are able to make their teaching to become more interesting. They could choose one lesson in the "English Threshold 2" as a reference. Then combine it with the language learning principles and their learning styles. This also gives a chance for the teacher to modify the materials instead of being controlled by the materials.